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ABSTRACT

This handbook was first planned for use by the teacher and students of two experimental introductory Spanish classes of the University of South Carolina, employing the materials "Espanol a lo vivo" during the 1971-72 and 1972-73 academic years. One group followed a traditional approach to instruction having class four times weekly, while the other group followed a booklet of performance objectives in their approach to individualized instruction. Language laboratory work was coordinated with the performance objectives outlined in the guide. Terminal objectives for 18 units are prescribed in this study and include language laboratory review questions. Instructions to the student include description of exact specifications of tasks required to demonstrate mastery of material and a statement of policies concerning language laboratory use. (RL)

ED 071527

BASIC SPANISH

STUDENT HANDBOOK

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FORWARD

This student handbook in its original form was intended for use by the teacher and students of two experimental sections of Spanish 101 at The University of South Carolina employing the materials, Español a lo vivo during the academic year 1971-1972. These two groups of students, under the direction of Peggy J. Hartley, employed the materials in the basic course in Spanish. One group met four times per week with the instructor in a conventional lock-step approach. The other group met once per week with the instructor and was involved in a self-paced program of instruction. The self-paced students depended heavily on the booklet of performance objectives for direction in the course. The results of this study are reported in Dr. Hartley's dissertation of 1972 entitled A Comparison Between Achievement in An Individualized Self-Paced Program and a Conventional Lockstep Program in Basic College Spanish.

For the 1972-1973 academic year at The University of South Carolina, the objectives were refined and utilized in the total basic program in Spanish involving approximately six-hundred students. This total includes approximately two-hundred eighty students in self-paced Spanish, two-hundred sixty students in large-group, small-group instruction, and sixty students in lock-step instruction. All students use this student handbook.

The authors wish to express their appreciation to Professor Francis J. Dannerbeck and Professor David G. Speer for their initial input and support of the program. Special thanks go to Kathleen O'Quinn for the typing of the manuscript and to all others involved in the continuing support of the program within the Department of

Languages and Literatures and the Division of Spanish and Portuguese of The University of South Carolina.

Name _____

BASIC SPANISH

STUDENT HANDBOOK

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Textbook and Workbook: Español a lo vivo
Instructor: _____ Office and hours: _____
Spanish class meeting place and time: _____
Language Lab: _____

Español 101-102 Nombre _____

Individual Student Behavioral Objectives

At the end of each unit and each grading period, you will be given an opportunity to demonstrate the level of your knowledge and proficiency by performing tasks designed to make use of specific information, data and skills which have been designated as goals of the particular unit or period.

The objectives, as stated, form an outline of the desired student behavior, and as such, provide the basis for evaluation.

These objectives, and therefore the tests as well, fall into two general categories: First, there are final evaluations which serve to measure development and integration of cumulative skills, to demonstrate the application of these skills, and to indicate preparedness for subsequent courses. In all cases, mastery of material at the unit level is essential for success in a final test.

Tests will be written, oral, or a combination of both. Evaluation will also include observation of real behavior on your part.

Certain of the objectives are stated so as to indicate any special conditions or restrictions, such as time, given data or materials, or criteria for evaluation. In cases where specific instructions to the contrary are not included in the statement of an objective, the following rules will apply:

1. During the administration of a test, you may not have present or use any books, notes, papers, etc.
2. You may neither give nor receive help on tests.
3. Tests will be completed during the allotted time.
4. In cases where answers, either written or oral, are so garbled or indistinct that the evaluator cannot read or understand them with complete certainty, the answer in question WILL BE COUNTED AS INCORRECT!
5. In cases where the exact number of items to be included in any exercise is not specified, it should be understood that there will be only as many as are needed to 1) provide a representative sampling of problem factors involved, and 2) provide a reliable basis for evaluation.

Helpful definitions:

1. Acceptable performance - response which demonstrates at least minimal control of material or skill being evaluated.
2. Appropriate response - one which technically is correct and which conforms to given instructions and the context in which it is found.
3. Task - exercise to be performed by you as proof of your mastery of the skills or material specified in the objective.
4. Teacher (authority, evaluator, native speaker, monitor) - used interchangeably to refer to any person that is qualified, authorized, and appointed to evaluate your performance.
5. Terminal behavioral objectives - "Terminal" means "The end" - of a unit, grading period semester, or course; "behavioral" means "doing;" "Objectives" means goals. Therefore, terminal behavioral objectives are the actual goals of each student, stated in terms of overt activity that is both observable and measurable under controlled and specified conditions, and which follows the period of learning.

Español 101-102

LANGUAGE LABORATORY POLICIES

The purpose of this paper is to tell you what is expected from you in relation to the language laboratory and to suggest ways that you might benefit from the lab.

What is expected from you:

1. Most students will need to attend lab in order to do well in Spanish 101-102, Español a lo vivo. Examinations will be given in the lab on each Unit of work.
2. You will be evaluated periodically on your ability to handle the material on the tapes. This is further explained on the page entitled Unit I Terminal Objectives.
3. You should participate actively while you are in lab.
4. Do not carry other materials into the lab with you. You should not use your Spanish textbook, workbook, along with tapes.

What you can expect from your instructor in relation to lab:

1. You can expect him to provide you with motivation to go to lab by either taking you at times as a group and by including test items from the tapes and by evaluating your lab performance periodically.
2. You can expect your instructor to display the attitude that lab is beneficial and necessary to your development in Spanish.
3. You can expect your instructor to recommend going to lab when your oral performance indicates such a need.

Suggestions for benefiting most from the lab:

1. Practice the materials in your text BEFORE going to lab.
2. Go to the lab with the attitude that it is for you, that it can help you if you will give it a chance.
3. In the lab, concentrate and try to imitate the native speakers exactly.
4. When you have successfully completed the drills, you should have improved your pronunciation and your responses should have become spontaneous. Since this is what we are striving for, listen to each tape as many times as necessary until you comprehend completely everything on it.
5. If you are having trouble with a particular drill, keep trying in lab. Then go to your instructor and get help with it.
6. If you feel that you are not receiving benefits from going to the lab, have a talk with your instructor or master teacher.

Español 101-102

Nombre _____
Section _____

Personal Record Sheet

The purpose of this Record Sheet is to provide you a place to keep track of your grades, lab time, office time, etc. BUT, at the end of the year, it would be most helpful to us if you would simply remove it from your packet and hand it to your teacher.

TEST	GRADE	LAB TIME	OFFICE TIME	COMMENTS
pre-reading				
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 1-4				
Unit 5				
Unit 6				
Unit 7				
Unit 8				
Units 5-9				
Unit 10				
Unit 11				
Unit 12				
Units 9-12				
Unit 13				
Unit 14				
Unit 15				
Unit 16				
Unit 17				
Unit 18				
FINAL				

Español 101 Nombre _____

TERMINAL OBJECTIVES

Pre-Reading Unit

Demonstrate a knowledge of the Spanish alphabet by:

1. correctly spelling orally the name you have been given in the Spanish class;

2. reciting from memory and in order all the letters of the alphabet within a period of thirty seconds;

3. writing correctly letters dictated individually or in word groups;

4. writing from memory and in order all the letters of the alphabet within a period of sixty seconds.

Show your proficiency in pronunciation by:

1. repeating aloud a representative list of minimal contrastive pairs with pronunciation sufficiently accurate that the teacher can distinguish easily and correctly the elements of the pairs;

2. reading from a representative list of minimal contrastive pairs with no errors in the sound being contrasted;

3. correctly writing from dictation a representative list of minimal contrastive pairs with no errors in the sound being contrasted.

Demonstrate your capacity to understand spoken Spanish by performing these tasks:

1. Given orally a question and three responses, only one of which is correct, you will indicate the correct response by marking on paper the letter which corresponds to the correct response.

2. Given orally a conversational pattern followed by logical or absurd reply, indicate on paper if the reply is logical or absurd.

PRACTICE!

Here are the letters of the Spanish alphabet. Are you able to pronounce them? From Memory? In order? In thirty seconds?

A B C Ch D E F G H I J L Ll M N Ñ O P Q R RR S

T U V X Y Z

Now cover them up and see if you can write them.

Español 101 Nombre _____

TERMINAL OBJECTIVES

Unit 1

Here are the things you will have to do at the end of Unit 1:

1. Show that you can use the verbs estar and llamarse in the present indicative in all persons and numbers* by
   a. rewriting the verb forms to agree with new subjects in sentences;
   b. writing answers in complete sentences to questions using these verbs

* The vosotros forms will not be tested EVER.
* Any incorrect use of accents is considered a spelling error.

2. Change affirmative statements to negative ones by rewriting each sentence with no before the verb.

3. Given several sentences with underlined nouns used as subjects, replace these nouns with subject pronouns.

4. Given a list of singular nouns, with the article, write each noun and its article, making them plural.

5. Identify the gender of several nouns by indicating whether each is masculine or feminine.

6. Write from dictation two or three sentences selected at random from the dialog. (accents, tildes, and/or marks or punctuation incorrectly used are errors)

7. Given orally the Spanish of any sentence in the dialog, you will write its English equivalent.

8. See how well you can do on the vocabulary from Unit 1:
   a. Write three short sentences, each illustrating a different way to greet a friend.
   b. Write two ways to inquire about one's health.
   c. Write six lines of dialog in which Carlos introduces María to Pepe. María and Pepe each reply to the introduction in a different way. The three friends say goodbye to each other in a different way.

9. Listening Comprehension. Show your ability to comprehend spoken Spanish.
   a. Given orally five simple, affirmative statements, indicate on an answer sheet whether each statement is true or false.
   b. Given orally five questions, each followed by three responses, only one of which is correct, indicate which is the correct one by circling the appropriate letter on your answer sheet.
   c. Given orally five conversational patterns, each followed by a logica or absurd reply, indicate on the answer sheet if the reply is logical or absurd.
   d. Given five questions orally, answer each in a complete sentence by writing your answer on the answer sheet.

10. Speaking:* Demonstrate your ability to speak Spanish on Tapes A and B. Given taped stimuli, your responses will be checked in lab during a drill section by monitoring. Evaluation will be made in the follwing manner:

Unit 1 Objectives, cont.

0-- Completeness, accuracy and promptness of response (excellent).
3-- Comprehensible, appropriate, but not fully acceptable or totally unacceptable.
5-- No response or inappropriate response for the drill or incomprehensible (poor).
All grading will be based on at least eight samples.
*The self-pacing students will be checked individually on tape rather than through monitoring.

Practice*

I. Replace the subject underlined with the one given and make all necessary changes:

1. ¿Dónde está Carlos? a. ¿Dónde?_____ tú? b. ¿Dónde _____ ellos?

2. ¿Cómo se llaman ellos? a. ¿Cómo _____ él? b. ¿Cómo _____ yo?

Answer in complete sentences:

1. ¿Cómo se llama usted? 2. ¿Dónde está el profesor?

Rewrite this statement, making it negative:
1. Ella se llama María. (Did you write: Ella no se llama María. Great!)

Replace the underlined words with corresponding subject pronouns:
1. María no está aquí. 2. Juan y yo estamos en la clase.
3. Pepe está bien.

Make these singular nouns and their articles plural: (Pages 24 and 25 of your text.)
1. la clase 2. el lápiz 3. el profesor 4. la señora 5. el joven

Identify each noun as masculine or feminine:
1. chico 2. profesores 3. profesoras 4. señorita

Write six lines of dialog here. Carlos introduces María to Pepe. They reply in a different way. The three say good-bye in a different way:

Carlos:

María:

Pepe:

Carlos:

María:

Pepe:

Español 101 Nombre _____

TERMINAL OBJECTIVES

Unit 2

Demonstrate your proficiency in Unit 2:

1. The verbs you are responsible for from Unit 2 are all the regular verbs (-ar,-er,ir) in the present indicative and the irregular verb ser. You will use the verbs in activities such as these:
a. In sentences with the verb given in the infinitive form, write in the correct form of the verb.
b. Change the verb forms to agree with new subjects.
c. Answer questions using the verbs in complete sentences.

2. You will be given sentences with a subject, linking verb, and the masculine, singular form of the adjective in parentheses followed by a blank. Write the correct form of the predicate adjective in the blank. Ejemplo: Elena es (americano)_____. You write: Elena es (americano) americana .

3. Given some nouns used in complete sentences, complete each noun by adding the correct form of the definite article. Ejemplo: _____ chico está aquí. Write: El chico está aquí.

4. Given several nouns, complete each by adding the correct form of the indefinite article. _____ chico está aquí. Un chico está aquí.

5. You will have some sentences having blanks in certain places where definite articles or indefinite articles might possibly occur. Write in the article where it is necessary and leave the space blank when no article is needed. Ejemplo: ¿Dónde está _____ profesor? You write: ¿Dónde está el profesor?

6. There will be some sentences with forms of both ser and estar in parentheses. Show that you understand their uses by underlining the correct form for each sentence. Ejemplo: María (es, está) americana. You underlined es, of course.

7. There will be some sentences dictated to you from the dialog.

8. To text your vocabulary, you will have a group of four words, three of which have some aspect in common which is obvious when the meanings are known. Your task will be to mark through the word that does not belong. Ejemplo: Dog Cat Cart Elephant. Obviously, the word cart does not belong. (The words will be in Spanish on the test. But you knew that, didn't you?)

9. Sentences containing nouns, each accompanied by an adjective given in the masculine, singular, will be supplied. Write the given adjective in its correct form so that it will agree with the noun in gender and number. Ejemplo: Elena y Rosa son chicas (bonito). Write: Elena y Rosa son chicas bonitas.

10. Listening comprehension:
a. Given orally five simple, affirmative statements, indicate on an a answer sheet whether each statement is true or false.

B. Given orally five questions, each followed by three responses, only one of which is correct, indicate on your answer sheet which is the correct one.
C. Given orally five conversational patterns, each followed by a logical or absurd reply, indicate on the answer sheet if the reply is logical or absurd.
D. Given five questions orally, answer each in a complete sentence by writing your answer on paper.

11. Speaking:* Demonstrate your ability to speak Spanish on tapes A and B. Given taped stimuli, your response will be monitored in lab during a drill section (5-3-0). *Self-pacing students will be evaluated individually.

Let's make a deal. You recognize by now that on EACH AND EVERY TEST you are going to have Dictation from the Dialog, Listening Comprehension in four parts as outlined in Objective 10 above, and Speaking Evaluation through lab monitoring. From now on, I'll refer to these tasks simply as Dictation, Listening Comprehension, and Speaking Evaluation. If you forget what they mean, look back to Unit 1, Objectives 6, 7, 9, and 10.

Practice Here!

Fill in the blanks with the correct form of the verb in the present tense:
1. Yo no (hablar) _____ francés.
2. ¿(Aprender) _____ Ud. mucho?
3. Juan (ser) _____ de los Estados Unidos?
4. Yo (ser) _____ estudiante.

Answer in complete sentences:
1. ¿Hablamos francés en la clase de español?
2. ¿Es Rusia un país grande?

Write the correct form of the predicate adjective in the blank:
1. Elena es (americano) _____. You wrote americana, didn't you?
2. Carlos es (simpático) _____.
3. Luisa es (inteligente) _____. Watch that one, see page 36, textbook.

Underline the appropriate article:
1. (El, La, Los, Las) chica está aquí. Él es (un, una, unos, unas) médico bueno.

Fill in with a correct form of the definite article where one is needed. If not needed, the space will remain blank.
1. ¿Cómo está Ud., _____ profesor Gómez? No word is needed, right? Leave it blank.

Fill in with the correct form of the indefinite article where one is needed, etc.
1. Luisa es _____ chica muy simpática. 2. Juan es _____ americano.

Underline the correct form of ser or estar as required by meaning.
1. ¿(Es, Está) Ud. mexicano? ¿Dónde (es, está) la amiga de Rosa?

Underline the word, which because of meaning, does not belong in each group:
1. argentino, Los Estados Unidos, americano, mexicano
2. familia, francés, italiano, portugués

Español 101 Nombre _____

TERMINAL OBJECTIVES

Unit 3

1. Show that you can use the verbs tener, querer, saber, venir and ir in the present tense:
   a. Change the forms to agree with new subjects.
   b. Answer in complete sentences questions using these verbs.
   c. Write the correct form of the verb with given subjects.

2. You will be given a series of sentences, each using either the preposition a or de without a definite article. Your task will be to determine which of the preposition-definite article combinations should be written in the contracted form and write the contraction in the blank. Ejemplo: Voy a _____ banco. You write: Voy __al__ banco. BUT -- Voy a _____ ciudad.

3. Supplied with one sentence which shows ownership with the verb tener and another which shows ownership by a possessive adjective represented by a blank, write the correct form of the possessive adjective in the blank. Ejemplo: Luisa tiene un regalo. Es _____ regalo. Write Es __su__ regalo. Not clear? OK, in English. John and I have a car. It is _____ car. Whose car is it? Ours, of course. So write: It is __our__ car. These are like the sentences on page 72, E, text.

4. You know that the personal A is used before a noun which is a direct object of the verb and refers to a specific person. In an exercise of several sentences, there will be a blank before each direct object. If the personal A is necessary, write it in. If not, leave the space blank. Ejemplo: Veo _____ mamá. Write: Veo __a__ mamá. (The personal A is not used after tener. Compare: Tengo dos hermanos. Quiero a mis hermanos.)

5. Some numbers (from 0-100 only) will be dictated so that you must write the correct numbers.

6. Given written numerals, you will spell them out. Ejemplo: 2____. Write: 2 __dos__.

7. A question to which the answer is a time and a written number cue representing the time will be given. You will answer the question in a complete sentence. Ejemplo: ¿Qué hora es? (10:00 a.m.) Write: Son las diez de la mañana.

8. Write the names of ten family members common to most families (brother, sister, etc.)

9. Write two short sentences using the time expressions: de la (mañana, tarde, noche) and por la (mañana, tarde, noche). Page 54, text, middle of the page.

10. Oral work:
a. Speak for one minute on either of these topics: "La familia" or "De compras." Your performance will be evaluated on 1) fluency (0/3/5), richness of vocabulary, (0/3/5), and pronunciation (0/3/5).
b. Count aloud in order from 0 to 20 and by tens from 20 to 100.
c. You will have a list of numbers to read aloud in whole quantities.
d. Read aloud the time from a clock or a picture of a clock.

Unit 3 objectives, Cont.

11. Dictation. Remember our deal from the end of Unit 2 objectives.

12. Listening Comprehension.

13. Speaking Evaluation.

PRACTICE !

Change the verb forms to agree with new subjects:
1. Yo tengo que trabajar. Luisa _____ que trabajar.
2. ¿Viene el profesor mañana? ¿ _____ los estudiantes mañana?
3. ¿Qué quieres tú? ¿ Qué _____ Juan?

Write the correct form of the verb? (In the present tense, of course)
1. Nosotros (querer) _____ trabajar.
2. Yo (saber) _____ la lección hoy.

Answer in complete sentences:
1. ¿Va Ud. mucho al centro? 2. ¿ Tiene Ud. hermanos?

Determine if contractions are needed. If not, leave the space blank.
1. Juan va a (la) _____ iglesia. 2. Mañana vamos a (el) _____ teatro.

Write a sentence using the possessive adjective to indicate the possessor as in the example in Objective 3.
1. María tiene unos libros. Son _____ libros. (sus)
2. Tengo papel. Es _____ papel. (mi)
3. Pepe y yo tenemos tres abuelos. Son _____ abuelos. (nuestros)
4. Tú tienes el libro. Es _____ libro.
5. Los chicos tienen un regalo. Es _____ regalo.

If the personal A is necessary, write it in the blanks. If not necessary, leave the space blank.
1. ¿ Quieres mucho _____ tus padres? 2. Tengo ____ libro.
3. ¿ Aprendes _____ español?

Read this list aloud: 3 -- 56 -- 15 -- 42 -- 88 -- 35 -- 52 -- 9 -- 18 -- 1 -- 24 -- 77

Spell these numbers out in words:
1. 0 cero 3. 45 _____ 5. 100 _____
2. 14 _____ 4. 76 _____ 6. 85 _____

According to the cue, write a complete sentence indicating the time:
1. ¿ Qué hora es? (1:00 a.m.)
2. ¿ Qué hora es? (4:30 p.m.)
3. ¿ Qué hora es? (9:50 p.m.)

Write the names of ten family members: Like padre, madre, tío, tía, abuelo.
Write sentences using these expressions: de la tarde; por la noche.

Español 101 Nombre _____

TERMINAL OBJECTIVES

Unit 4

Demonstrate your mastery of Unit 4 material:

1. The verbs to be studied in Unit 4 are stem-changing verbs of the types illustrated by comenzar, dormir, and pedir. Also included is the verb oír. Show that you have mastered these verbs and OTHER LIKE THEM by:
a. Changing the forms to agree with new subjects;
b. Answering in complete sentences questions using these verbs;
c. Changing the verbs from the first person plural to the first person sing.

2. Rewrite sentences, replacing the underlined direct object noun with a direct object pronoun. Ejemplo: Leo el libro. Lo leo. Leo la revista. La leo.

3. Write the days of the week in Spanish - beginning with el domingo. (Include articles)

4. You will have several base words in a group to use in the exact form given to make a sentence. Write one complete and meaningful sentence from each group of words. Ejemplo: Ricardo - Chile - en-vive. Write: Ricardo vive en Chile.

Dictation, Listening comprehension, and speaking evaluation for self-paced group only on this unit.

PRACTICE HERE !

Write sentences with new subjects:
1. La clase comienza pronto. Nosotros _____ pronto.
2. Pedimos muchas cosas. Yo _____ muchas cosas.

Change these sentences from first person plural to first person singular:
1. Cerramos la puerta. 2. Sentimos muy bien. 3. Oímos la música.

Answer in complete sentences:
1. ¿ Hasta qué hora duerme usted los sábados?
2. ¿ Pide usted clases fáciles?

Write the days of the week here:
1. el domingo 4. 7.
2. 5.
3. 6.

Write a complete and meaningful sentence from each group of words. Make NO changes in the word form. Punctuate correctly.
1. ahora el usted periódico lee
2. música cuándo oyen la ellos

Rewrite the sentences, replacing the underlined direct object noun with a direct object pronoun:
1. ¿ Tú estudias la lección? 2. ¿ Conoces tú a Elena y a Rosa?
3. ¿ Va usted a leer el libro? 4. Los chicos piden coches nuevos.

Español 101 Nombre _____

TERMINAL OBJECTIVES

Midterm Exam
Units 1-4

1. You will demonstrate your knowledge of structure, verb forms, vocabulary by completing blank spaces in a reading selection with words from a provided list.

2. Given a reading passage followed by a list of questions based on that passage, you will answer these questions in complete sentences. The selection will be "El paseo," on p. 73 of the textbook.

3. Given orally 25 questions followed by three responses, only one of which is correct, indicate which response is correct by circling the appropriate letter on an answer sheet. These twenty-five questions will be taken from fifty multiple-choice questions which are on tape in the lab. You may practice the fifty questions. The test questions will be exactly the same except the letter order will be changed, the items will be read twice, and the material will be recorded by a different person.

PRACTICE

Fill in the blanks with words from the list below. Each word will be used only once.

Juan y Carlos son _____. Viven en _____ y _____ estudiantes de la _____. Juan estudia _____ todas las _____, pero Carlos no estudia _____. Dice que _____ profesor es muy _____. Los dos _____ van al _____ todos los días, y los domingos _____ a la _____. Juan quiere ser _____, pero Carlos no _____ lo que quiere ser.

amigos - centro - chicos - Chile - el - exigente - iglesia - la lección - médico - mucho - noches - son - universidad - van - sabe

Read "El paseo" from page 73 and write out answer to the questions here.

1.

2.

3.

4.

5.

6.

7.

Español 101 Nombre _____

Review Questions
Units 1-4

1. ¿Cómo están Uds.?
2. ¿Está aquí el profesor?
3. ¿Cómo está Pepe?
4. ¿Cómo se llama Ud.?
5. ¿Dónde está la señora López?
6. ¿Dónde están los estudiantes?
7. ¿Cómo se llama ese joven?
8. ¿Están aquí los muchachos?
9. Pregúntele a Juan si Ricardo está aquí.
10. ¿Se llama Ud. María o Antonio.
11. ¿Cómo está el profesor?
12. Él se llama Richardo. ¿Y Ud.?
13. ¿Habla Ud. español?
14. ¿Aprende la lección María?
15. ¿Aprende la lección él?
16. ¿Es usted americano (a)?
17. ¿De dónde es Ud.?
18. ¿Es Ud. de los Estados Unidos?
19. ¿Habla español ella?
20. ¿Dónde vive el doctor Suárez?
21. ¿Es Ud. guapo?
22. Pregúntele a María que hablan en México.
23. Luisa, ¿estás enferma?
24. Pregúntele a José si hablamos español en la clase.
25. ¿De dónde son los chilenos?
26. ¿Viene Ud. mañana?
27. Yo quiero mucho a mi mamá. ¿Y usted?
28. ¿Tú quieres trabajar?
29. ¿A dónde va Elena?
30. ¿Saben Uds. la lección?
31. ¿Qué compra Ud.?
32. ¿Van Uds. a la iglesia?
33. ¿Es usted amigo del chileno?
34. ¿Dónde está tu hermano?
35. ¿Conoce Ud. a Robert?
36. ¿Habla español su abuelo?
37. ¿Quiere Ud. mucho a su prima?
38. ¿A qué hora va Ud. a casa?
39. ¿A qué hora va Ricardo a la universidad?
40. ¿A qué hora trabaja Ud.?
41. Pregúntele a Roberto dónde están nuestras primas.
42. ¿A qué hora comienza la clase?
43. ¿Tú duermes hasta las nueve?
44. ¿Siempre piden Uds. clases fáciles?
45. ¿Quién no oye la música?
46. ¿Siempre escucha Ud. al profesor?
47. ¿Vas a leer el periódico ahora?
48. ¿Cuántas pizarras hay en la sala de clase?
49. ¿Qué idioma se habla en la clase de alemán?
50. ¿A dónde vas los lunes?

Español 101 Nombre _____

TERMINAL OBJECTIVES

Unit 5

At the end of Unit 5, you will do these activities to test your proficiency.

1. Verbs sentir and hacer in the present indicative will be used by:
   a. changing the forms to agree with new subjects;
   b. answering in complete sentences questions using these verbs;
   c. rewriting given sentences with the singular form of the verb, making the verb plural.

2. Show your understanding of indirect object pronouns:
You will be asked questions which contain a direct object noun and an indirect object noun. You will answer the question either yes or no, and replace the indirect object noun with a pronoun as you complete the answer. Ejemplo: ¿Vendemos el coche a Juan? Write: Sí, le vendemos el coche.

4. The verbs parecer, gustar, and hacer falta use a special indirect object construction. Check out on these verbs by:
   a. Given a sentence of the special indirect object construction with one of these verbs, replace the prepositional object pronouns which will be underlined with new ones and make the other necessary change in the sentences. Ejemplo: A mí me gusta el clima. (ti)
   Write: A ti te gusta el clima.
   b. Presented sentences with hacer falta, gustar, or parecer with a singular subject, you will rewrite each sentence, making the subject plural. Ejemplo: A él le hace falta un peso. Write: A él le hacen falta unos pesos.

5. Answer in complete sentences questions using idioms with tener. p. 83, text.

6. Write the seasons of the year.

7. Write the months of the year, in order beginning with enero.

8. Asked a written question concerning which month a certain holiday or your birthday falls, you will write the answer in a complete sentence.

9. Given orally the name of one month, you will orally respond with the following one.

10. Presented with a picture which represents a very obvious weather condition and orally asked the question ¿Qué tiempo hace?, respond orally in a complete sentence, describing the weather conditions in the picture.

11. Dictation, as described in Unit 1. Remember?

12. Listening comprehension as described in Unit 1. Remember?

13. Speaking evaluation via lab monitoring.

Unit 5 objectives, cont.

PRACTICE HERE

Change the verb forms to agree with new subjects:
1. Yo lo siento mucho. Ellos lo _____ mucho.
2. ¿Qué hacen ellos? ¿Qué _____ nosotros?

Rewrite these sentences, making the verb plural, making all necessary changes:
1. ¿Qué hace él? 2. Yo lo siento mucho?

Answer these questions either sí or no, and replace the indirect object noun with an indirect object pronoun: Ejemplo: ¿Vendemos el coche a Juan? Sí, le vendemos el coche.
1. ¿Escribes una carta a Juanita?
2. ¿Quiere él hablar a nosotros?
3. ¿Presta Isabel un abrigo a Ud.?

Replace the underlined prepositional object pronoun with the one given in parentheses and make all necessary changes:
1. ¿Qué les parece a ellos el clima?(A María)
2. ¿A ti te gustan las lecciones de español?(a los estudiantes)
3. A nosotros nos hace falta un abrigo.(a Uds.)
4. ¿Qué le hace falta a su hermano?(a sus amigos)
5. A Juan le gusta estudiar. (A mí)

Rewrite, making the subject plural. (Watch for those other changes!)
1. A mí me hace falta un peso.
2. ¿Qué te parece el programa de televisión?
3. ¿Te gusta la lección?

Answer in complete sentences:

1. ¿Tienes hambre? 2. ¿Tienes frío? 3. ¿Tienes sueño?
4. ¿Tienes miedo del profesor?

Write the seasons:
fall _____ winter _____
spring _____ summer _____

(All have masculine definite articles except spring.)

Write the months of the year.

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	12.

Answer in complete sentences:
1. ¿En qué mes es el cumpleaños de Ud.?
2. ¿En qué mes es el día de la Madre?
3. ¿En qué mes es el día de los enamorados?
4. ¿En qué mes es el día de la Independencia?
5. ¿En qué mes es la Navidad?

Español 101 Nombre _____

TERMINAL OBJECTIVES

Unit 6

These are the activities for Unit 6.

Show your mastery of the verbs levantarse, lavarse, despertarse, afeitarse, acostarse, and salir.

1. Substitute new subjects for the ones given, making all necessary changes including the reflexive pronouns, naturally.
2. Given a sentence with the verb in the infinitive, write the verb in the correct form.
3. Answer in complete sentences questions using these verbs.

4. Present progressive.
   a. Given sentences with verbs in the present indicative, change the verbs to the present progressive. Ejemplo: Hablo. Write: Estoy hablando.
   b. Substitute new subjects for the ones given, making all necessary changes.
   c. Answer in complete sentences questions using the present progressive forms.

5. Given a series of line drawings showing a day's activities and a time cue, write a correct description of each activity represented in each drawing
   a. as if Juan is doing it (present indicative, third person, singular)
   b. as if you are in the process of doing it (present progressive, first person, sing.)

The line drawings to be used are labeled CHART 1 and will be found on page 18 . *Self-pacing students will be required to do part (a) orally, (b) written.

6. Given a drawing of a human figure, label five parts of the body from the vocabulary presented in the chapter.

7. Asked five questions orally about your day's activities at a specific hour, respond orally in a complete sentence. Ejemplo: When do you get up? I get up at 7:30 a.m.

8. Dictation, lest we forget.

9. Listening comprehension a la Unit 1.

10. Speaking evaluation via lab monitoring.

PRACTICE HERE

Label five body parts from the Vocabulary in the text.

Unit 6, objectives, cont.

Write the present indicative forms of the verbs in parentheses:
1. Yo (despertarse) _____ _____ muy temprano.
2. Antonio (lavarse) _____ _____ las manos.
3. ¿Cuándo (levantarse) _____ _____ tú?

Change these verb forms from the present indicative to the present progressive:
1. ¿Quién hablas? ¿Quién está hablando?
2. ¿Comes a las doce?
3. Los estudiantes leen en español.
4. Me lavo la cara.

Answer in complete sentences, using the present progressive form of the verb.
1. ¿Quién está trayendo los libros?
2. ¿Estás aprendiendo español?

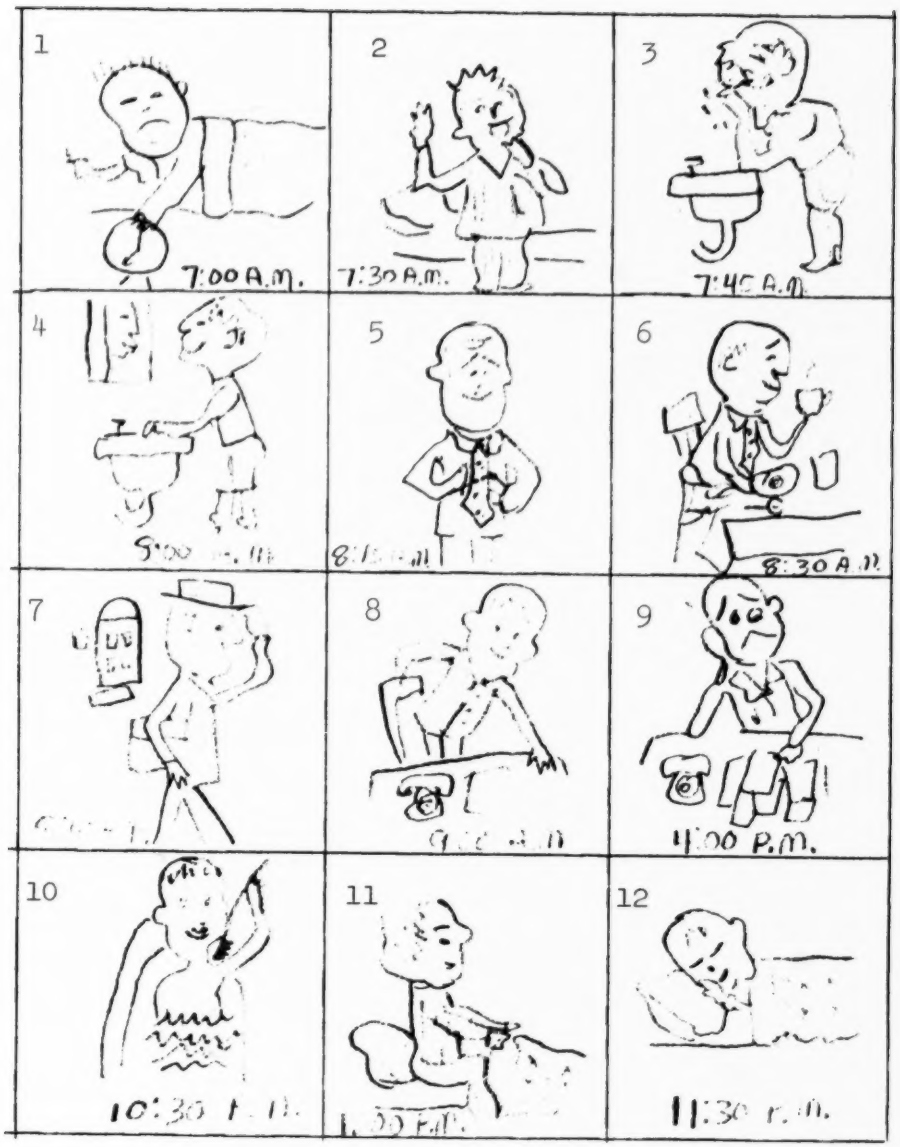
Practice answer these questions.
1. ¿Cuándo se levanta Ud.?
2. ¿Come Ud. mucho por la mañana?
3. ¿A qué hora va Ud. a la escuela?
4. ¿A qué hora terminan las clases?
5. ¿Qué hace Ud. después de ir a las clases?
6. ¿Cena Ud. con la familia o en la cafetería?
7. ¿Qué hace Ud. después de cenar?
8. ¿Hay que acostarse temprano? ¿Por qué?
9. ¿Se duerme en seguida?
10. ¿A qué hora se acuesta Ud?

See if you can write out the required information for the activities and time cues found in Chart 1. Now see if you can go through all the pictures orally.

1. 7.
2. 8.
3. 9.
4. 10.
5. 11.
6. 12.

(Suggested verbs for each block: 1) despertarse, 2) levantarse, 3) lavarse la cara, 4) mirar en el espejo, 5) vestirse, 6) comer el desayuno, 7) salir de casa, 8) llegar a la oficina, 9) trabajar, 10) bañarse, 11) acostarse, 12) dormir.)

CHART 1


1
7:00 A.M.
2
7:30 A.M.
3
7:45 A.M.
4
5
6
8:30 A.M.
7
8
9
4:00 P.M.
10
10:30 P.M.
11
12
11:30 P.M.

Español 101 Nombre _____

TERMINAL OBJECTIVES

Unit 7

Demonstrate your proficiency of Unit 7 Content by doing these activities:

1. Summary of direct and indirect object pronouns:
Given sentences containing an indirect object pronoun and a direct object noun, rewrite the sentences, changing the noun to a direct object pronoun and making all other necessary changes. Ejemplo: Juan les presta el coche. Write: Juan se lo presta.

2. Commands.
   a. Given sentences with verb in the infinitive, rewrite the sentence, making affirmative and negative commands for Ud., Uds., and tú. (You will have six sentences for each infinitive:
   Ejemplo: (Aprender) la lección.
   Write: ¡Aprenda Ud. la lección! ¡No aprenda Ud. la lección!
   ¡Aprendan Uds. la lección! ¡No aprendan Uds. la lección!
   ¡Aprende tú la lección! ¡No aprendas tú la lección!
   b. Change formal commands to familiar commands.
   c. Change affirmative commands to negative ones.

3. Present indicative of poner, dar, and decir.
   a. Answer in complete sentences using the verbs.
   b. Write the correct form of the infinitive with given subjects.

4. Given a series of five colored pictures of articles of clothing, respond orally in a sentence, telling what the article is and what color it is.

5. Given sketches of articles of clothing, write out the name of each, using it in a complete sentence.

6. Prepare a one-minute oral description of the clothing you have on at the time you present the description. Anticipate five oral questions about your likes and dislikes in clothing, your favorite color, etc.

7. Dictation, as usual.

8. Listening comprehension as usual.

9. Speaking evaluation via lab monitoring as usual.

PRACTICE

Rewrite these sentences, changing the noun to a direct object pronoun and make all necessary changes. Ejemplo: Juan les presta el coche. Juan se lo presta.

1. ¿Les da el dinero?
2. Elena me trae el vestido.
3. Nos prestan los libros.
4. ¿Quieres traerme el vestido?
5. Elena está leyéndome el libro.

Unit 7, objectives, cont.

Fill in the chart with the appropriate command: (Whole sentences on test, of course)

Infinitive	Ud. affirm.	Ud. neg.	Uds. affirm.	Uds. neg.	Tú affirm.	Tú neg.
Decir						
Irse						
Escribir						
Estudiar						
Salir						
Tener						
Hacer						
Poner						

Change these formal commands to familiar ones: (Ud. to tú)
1. ¡No haga Ud. el trabajo! (Easy one, it's negative -just add s- and change Ud. to tú)
2. ¡Salga Ud. temprano!. (It's an irregular one).
3. ¡Léalo Ud.!

Change these affirmative commands to negative ones:
1. ¡Aprende tú la lección! Easy - regular - just switch vowel, add a (No aprendas)
2. ¡Ponlo tú aquí! Watch pronoun placement
3. ¡Tenga Ud. cuidado!

Write the correct form of the verb in the present indicative:
1. Nosotros (dar) _____ el regalo a mamá.
2. Yo (ponerse) _____ el vestido azul.
3. ¿Quién (decir) _____ la verdad?

Answer in complete sentences:
1. ¿Tiene Ud. unos zapatos nuevos?
2. ¿Puede prestarme un abrigo?
3. ¿Cuándo se pone Ud. un traje nuevo?
4. Hoy es mi cumpleaños. ¿Qué me dice Ud.?

Español 101 Nombre _____

TERMINAL OBJECTIVES

Unit 8

Unit 8 is made up mainly of verbs. If you are a whiz at learning verbs, you will score high on the unit test.

1. Show your ability to use preterite indicative verbs, all regular ones and these irregular ones: poder, poner, saber, tener, estar, conducir, traducir, decir, traer, hacer, divertirse, ir, and ser by doing these exercises.
   a. writing the correct form of the verb with given subjects;
   b. changing the forms to agree with new subjects;
   c. answering questions incomplete sentences;
   d. changing sentences from present indicative to preterite indicative;
   e. given a brief paragraph (three to five sentences) with all the verb forms in the infinitive, change all verbs to the appropriate form of the preterite.

2. Given the same series of pictures on Chart 1, (p. 18) give a correct description of the activities as if you did them yesterday. Orally for self-paced group.

3. Dictation

4. Listening comprehension

5. Speaking evaluation via lab monitoring. 0--3--5!

PRACTICE

Write in the correct form of the verb in the preterite:
1. Ella no (aprender)_____ nada. 2. Yo (estudiar)_____ hasta muy tarde.
3. Carlos lo (poner)_____ aquí. 4. ¿(Tener)_____ Ud. que ir a la clase?

Rewrite, replacing the given subject with the new one:
1. ¿Dónde estuvo Ud. ayer? (Ellos)
2. ?Se lo dijiste también? (ella)
3. Ellos no trajeron nada. (Yo)
4. ¿Qué hicieron ayer? (los chicos)
5. ¿Se divirtió Ud. en el baile? (Uds.)

Change these these sentences to the preterite indicative:
1. Ricardo duerme en la clase.
2. Tengo que salir.
3. Mi papá es un gran hombre.
4. ¿Cuándo van Uds. al cine?
5. Carlos trabaja mucho.
6. Nosotros comemos mucho.
7. Él se despierta temprano.
8. Yo escucho el programa.

Fill in with the correct form of the verb in the preterite:
Esta mañana yo (salir)_____ de la clase y (ir) _____ a la universidad. Yo (tener) _____ clases toda la mañana. Mi amiga y yo (almozar) _____ a las doce. Ella (ir) _____ a trabajar y yo (volver) _____ a casa.

Español 101 Nombre _____

TERMINAL OBJECTIVES

Spanish 101 Final
Units 1-9

Demonstrate your mastery of the material covered this semester by achieving these goals:

1. In sentences with the verb given in the infinitive of any verb found in Units V-IX, you will respond by writing the designated form of the verb in the present indicative and/or the preterite indicative.

2. Given sentences in the present indicative, you will rewrite the sentences changing them to the present progressive.

3. Given the infinitive of a verb, you will write the appropriate command. The content of the sentence will indicate familiarity or formality, singularity or plurality, etc.

4. Given a variety of questions based on content from Units V-IX, you will answer in complete sentences. All errors of all types will be noted and no response containing more than two errors will be counted.

5. Vocabulary Evaluation:
a. Write the twelve months of the year in Spanish in order beginning with enero. They must be spelled correctly and NOT capitalized.
b. Given five written questions, answer in complete sentences including the name of a food item in your written response.
c. Given pictures of a number of food items, identify any six items by writing correctly the name of the food item in Spanish.
d. Given a picture of a place setting, you will identify in writing in Spanish: napkin, fork, place, knife, spoon and cup.

6. You will converse on topics brought out in the personalized questions from Units I-IX in a private session with the Master Teacher. You will be evaluated on fluency, pronunciation, and vocabulary. Complete sentences will be a requirement with effective communication as the principle objective. Three complete statements will be a minimum standard for acceptable performance.

7. You will record a monolog of no longer than one minute in the language lab* based on a Topic for Report from Units V-IX of your choosing. Evaluation will be based on spontaneity, amount of information, accuracy in expression, but not on technical points of grammar, pronunciation, etc., except in rare cases where they impair effective communication. The performance will be acceptable if 1) there is no excessive repetition or hesitation, 2) the topic is maintained, 3) at least four major assertions are made, and 4) the qualified evaluator can understand 85 per cent of the response. (*Self-pacing students will present monolog to instructor.)

8. Listening Comprehension - Units V-VIII. Multiple-choice questions test. Twenty-five multiple-choice items will be selected from the fifty questions on the lab practice tape. As at the end of Units 1-4, the material will be rearranged and retaped.

Spanish 101, Final Exam, cont.

Fill in the blanks with the correct form of the verb in the Present:
1. Yo lo (sentir) _____ mucho.
2. Los chicos (hacer) _____ mucho trabajo.
3. ¿Cuándo (despertarse) ___ _____ los niños?
4. (Lavarse) ¿_____ _____ tú la cara?

Fill in with the correct form of the verb in the preterite:
1. Yo no (hablar) _____ en la clase ayer.
2. ¿(Divertirse) _____ _____ tú mucho anoche?
3. ¿A dónde (ir) _____ ellos ayer?
4. Nosotros (escribir) _____ la lección anoche.
5. ¿Qué (decir)_____ el profesor ayer?

Change from the present indicative to the present progressive:
1. Leo el libro. Infinitive: Leer. Subject: Yo. Thus: Estoy leyendo el libro.
2. Me visto muy rápido.
3. Ellos estudian la lección.
4. Nosotros oímos la música.
5. ¿Dónde vives tú?

Write the command of the infinitive given:
1. ¡_____ usted la verdad! (decir) Is it formal? Yes. Affirmative? Yes. (Diga)
2. ¡No _____ tú de aquí! (salir)
3. ¡_____ tú el trabajo! (hacer)
4. ¡_____ ustedes el libro. (leer)
5. ¡No _____ usted! (hablar)
6. ¡_____ me tú en español? (hablar)

Answer in complete sentences:
1. ¿Te gusta la primavera o el otoño? 2. ¿En qué mes es su cumpleaños?
3. ¿Cuándo hace mal tiempo? 4. ¿Hay fiesta esta noche?
5. ¿Qué comió Ud. ayer? 6. ¿Leiste tú el periódico anoche?

Answer, using the name of a food item in the response:
1. ¿Qué comes en el almuerzo? 2. ¿Qué comen los mexicanos en la cena?
3. ¿Qué comió usted en el restorán anoche? 4. ¿Prefieres comer helado o torta?

Español 101 Nombre _____

Units 5-8 Review Questions

1. ¿Qué haces los lunes?
2. ¿En qué estación hace frío?
3. Está nublado el día, ¿no?
4. ¿A ti te gusta estudiar?
5. ¿A María le gustan los perfumes caros?
6. ¿Cuántos años tiene José?
7. ¿Le prestan Juan y Carlos un peso a Carlota?
8. ¿Por qué tienes tanto sueño?
9. ¿En qué mes es su cumpleaños de Ud.?
10. ¿Qué le hace falta a Ud.?
11. ¿Le escribe Ud. muchas cartas a su novio?
12. ¿Qué quiere prestarle Isabel?
13. ¿Qué hace Ud. después de levantarse?
14. ¿Por qué tiene Ud. que trabajar?
15. ¿Se viste rápido Ud.?
16. ¿Tienes que bañarte ahora?
17. ¿Qué haces después de acostarte?
18. ?Dónde almuerzas?
19. ¿Por qué tienes que salir de casa temprano?
20. ¿Por qué no aprende Ud. la lección?
21. ¿A qué hora te despiertas?
22. ¿Cuándo te afeitas?
23. ¿Qué haces después de levantarte?
24. ¿Estás haciéndolo?
25. ¿Por qué hay que acostarse temprano?
26. ¿Me la prestas?
27. ¿Podemos leerlo?
28. ¿Me lo da Ud.?
29. Papá, Juan no quiere salir del cuarto.
30. Préstame la corbata.
31. ¿Me das los aretes?
32. ¿Uds. me dan el dinero?
33. ¿Me presta Ud. los libros?
34. ¿Cuándo se pone Ud. el abrigo?
35. Dime la verdad.
36. ¿Me voy o no?
37. ¿Quién vendió la casa?
38. ¿Quiere Ud. dormir un rato?
39. ¿Quién fue San Martín?
40. ¿Le gustó a Ud. el cine?
41. ¿Qué hizo Ud. ayer?
42. ¿Cuándo lo puso Ud. aquí?
43. ¿Fue tu papá a la iglesia el domingo?
44. ¿Por qué no vino Ud. a la clase ayer?
45. ¿Cuándo fueron ellos a la fiesta?
46. ¿Con quién estudiaron Uds. anoche?
47. ¿Cuántas horas durmió Ud. anoche?
48. ¿A dónde fueron los estudiantes?
49. ¿Aprendiste los verbos irregulares?
50. Póngase el sombrero.

Español 102 Nombre _____

TERMINAL OBJECTIVES

Unit 10

1. Master these verbs in the imperfect: all regular ones and the three irregulars: ir, ser, ver. Show that you can use these verbs by doing these activities:
   a. Change the verb forms to agree with new subjects.
   b. Answer questions in complete sentences using the verbs.
   c. Change the verbs in sentences from present to imperfect.
   d. Given a paragraph of several lines (five to seven) with all the verbs represented by the infinitive and a blank, fill in the blank with the correct form of the verb in the imperfect.

2. Comparison of Equality: Given a list of words: tanto, tanta, tantos, tantas, tan, como, fill in the blanks in several sentences with the correct form. Ejemplo: Ella tiene _____ dinero _____ el profesor. Write: Ella tiene tanto dinero como el profesor.

3. Write an essay of ten to fifteen lines on either Extemporization Topic in Unit 10. Evaluation will be based on 1) pertinence to the topic; 2) effectiveness of communication; 3) amount of information contained.

4. Answer several personalized questions in complete sentences in writing.

5. Using Chart 1 (p. 18) orally produce a sentence describing each block, using the imperfect. AND NOW, FRIENDS, FOR THE INFORMATION OF ANY NEW BUDDIES:

6. Listening Comprehension: Show your ability to comprehend spoken Spanish:
   a. Given orally five simple, affirmative statements, indicate on an answer sheet whether each statement is true or false.
   b. Given orally five questions, each followed by three responses, only one of which is correct, indicate on your answer sheet which is the correct one.
   c. Given five questions orally, answer each in a complete sentence by writing your answer on paper.

7. Speaking Evaluation: Demonstrate your ability to speak Spanish on Tapes A and B. Given tape stimuli, your responses will be checked in lab during a drill section by monitoring. Evaluation system:
   0 -- Fully acceptable on the basis of completeness, accuracy, and promptness of response (excellent).
   3 -- Comprehensible, appropriate, but not fully acceptable or totally unacceptable.
   5 -- No response or inappropriate response for the drill, or incomprehensible, poor.
   All evaluations based on at least eight samples.

8. Dictation: Given orally the Spanish of any sentence in the dialog, you will write its English equivalent.

9. Dictation: Write from dictation two or three sentences selected at random from the dialog.

Unit 10 objectives, cont.

PRACTICE

Change the verbs to agree with new subjects:
1. Tomabas el autobús cuando eras niño. (Yo)
2. Yo iba siempre a la escuela. (Usted)
3. Lo veían todos los días. (Tú)

Change from present indicative to imperfect indicative:
1. Yo soy muy listo.
2. Van al campo.
3. ¿Ves a Juan todos los días?
4. Vivimos en la Argentina:
5. ¿Habla Ud. inglés?

Fill in the blanks with the correct form of the verb in the imperfect tense:
Cuando Raúl (ser)_____ niño, (ir) _____ de paseo a Bariloche. Raúl y sus padres (vivir) _____ en la Argentina en esos días. Ellos siempre (pasear) _____ para pescar y montar a caballo. Siempre (hacer)_____ buen tiempo y no les (gustar) _____ salir. (salir is singular, remember?)(gustaba)

Fill in the blanks with the appropriate words from this list:

tanto...como	tantas...como
tanta...como	tanto...como
tantos...como	tan...como

1. Yo era _____ listo _____ Pepe. What part of speech is listo?
2. María no estudia _____ el profesor.
3. Felisa tiene _____amigos _____ Luisa. What part of speech is amigos?
4. No tengo _____ dinero _____ el señor Hughes.
5. Isabel era _____ rica _____ él.

Answer in complete sentences:
1. ¿Qué se puede hacer en el campo? 2. ¿Dónde vivías cuando tenías cuatro años?
3. ¿Tiene Ud. tantas camisas como Luis. 4. ¿Dónde se puede nadar?

Practice your essay here. (Then get your teacher to pre-correct it!)

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TERMINAL OBJECTIVES

Unit 11

1. Demonstrate your mastery of the verbs in Unit 11 by completing these activities: 1) Given sentences with the verb form in the infinitive, fill in with the correct form of the verb in the preterite or the imperfect -- as required by the meaning of the sentence; 2) Given any of the verbs conocer, saber, tener, querer, poder in the preterite, change the verbs to agree with new subjects.

2. Show that you can distinguish between the uses of conocer and saber by underlining the correct choice in several sentences.

3. Write ten sentences using the names of different sports of recreational activities in each.

4. Shown a series of pictures representing sports or recreational activities, identify each by using the word(s) in sentences orally.

5. Answer orally several personalized questions in complete sentences.

6. Dictation, Listening Comprehension and Speaking Evaluation as usual.

PRACTICE

Fill in with preterite or imperfect form of the verb as required by the meaning of the sentences:

1. El profesor siempre (venir)_____tarde pero ayer (llegar)_____ temprano.
2. Todos los días nosotras (bailar) con Ricardo, pero anoche Rosa no (bailar)_____ con Ricardo.
3. Anoche él nos (enseñar)_____unos pasos estupendos. Cuando yo era niña, mi tío siempre me (enseñar)_____unos pasos estupendos.
4. Anoche Juan (decir)_____ que (ir)_____a venir.

Change to agree with new subjects:

1. ¿Conoció ella al profesor? (tú) 2. Anita pudo aprender los verbos. (yo)

Underline the correct choice:

1. No (sé, conozco) a Juanito.
2. Ella (sabe, conoce) Guadalajara.
3. ¿(Sabes, Conoces) qué es importante?

Make a list of ten sports or recreational activities here:

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Good practice questions for oral work:

1. ¿Juegas bien al básquetbol?
2. ¿Sabe usted montar a caballo?
3. ¿Conoce Ud. a Bobby Fischer? ¿Qué juega él?
4. ¿Tienes miedo del (de la Profesor(a)?

Español 102 Nombre _____

TERMINAL OBJECTIVES

Unit 12

These are the activities you will do at the end of Unit 12:

1. Future verbs - regular and irregular:
   a. Change to agree with new subjects.
   b. Change to future tense from present, preterite or imperfect tense.
   c. Answer questions in complete sentences.

2. Given sentences, each containing a noun - demonstrative adjective combination but with the adjective in the masculine singular, write the sentence, making the adjective agree with its nouns.

3. Given questions with a demonstrative adjective-noun combination underlined, answer changing the combination to a demonstrative pronoun according to the model. Ejemplo: ¿Te gustan estos zapatos? No, prefiero ésos.
¿Qué te parece este vestido? Ése me gusta más.

4. Answer in writing personalized questions about clothing items.

5. Identify orally drawings of articles of clothing or accessories.

6. Given the same series of pictures on Chart I, p. 18 , respond with the future tense for all the activities.

Listening comprehension.
Dictation.
Speaking Evaluation. Need I say more?

PRACTICE

Change to agree with new subjects:
1. Tú no aprenderás nunca la lección. (Nosotros)
2. El nunca vivirá.aquí. (Yo)
3. Ellos lo sabrán en seguida. (ella)
4. ¿Lo hará Ud. mañana? (Yo)

Rewrite, changing all verbs to the future tense:
1. Juan aprende la lección.
2. Ibas al campo.
3. Me acuesto tarde.
4. Vengo temprano.
5. Salimos tarde.

Rewrite these sentences, making the adjective agree with its noun:
R1. (Éste) _____ trajes son nuevos. 2. (Aquél)_____ chica no vive aquí

Answer, changing the combination to a demonstrative pronoun according to the model:
Model ¿Te gustan estos zapatos? No, prefiero ésos.
¿Qué te parece este vestido. Ése me gusta más.
1. ¿Te gustan estas faldas? 2. ¿Te gusta este vestido? 3. ¿Qué te parece esta bolsa?

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TERMINAL OBJECTIVES
Units 9-12

Show that you are a whiz at doing the material in Units 9-12 by completing these tasks:

1. Given sentences in the present indicative, change to the preterite indicative.
2. Given sentences in the present indicative, change to the imperfect indicative.
3. Given sentences in the present indicative, change to the future indicative.
4. Given sentences with the verb represented by the infinitive and the tense to be used, fill in the blanks with the correct form of the verb.
5. Given sentences with the verb form in the preterite and imperfect in parentheses, underline the correct one as determined by the meaning of thee sentence.
6. Write in Spanish at least five items you would order in a restaurant for the following means: desayuno .. almuerzo .. cena
7. Underline the correct word from such choices as saber-conocer, tanto-como, estos - estas, esos - esas, etc.
8. Write a ten to fifteen line essay on any one of the topics from units 9-12.
9. Given words in groups of four, mark through the word which, because of meaning, does not belong in each group.

Lab Quiz: 25 multiple-choice questions will be selected, rearranged and retaped from the practice questions found in lab.

PRACTICE

Change to the preterite:
1. Quiero estudiar. 2. Me da el dinero. 3. Estamos contentos.
4. Tomamos leche.

Change to imperfect:
1. Siempre va al teatro. 2. ¿Es usted listo? 3. ¿Cuándo ves a Juan?

Change to future:
1. Salgo temprano. 2. Hablamos con la profesora. 3. ¿Qué haces?

Fill in the blanks with the correct form of the verb in the tense indicated:
1. Yo (decir, present) _____ la verdad.
2. Nosotros (decir, future) _____ la verdad.
3. Los tíos (decir, preterite) _____ la verdad.
4. ¿(Decir, Imperfect)_____ Ud. la verdad cuando era niño?

Underline the correct choice:
1. Ese muchacho (sabe, conoce) bailar el cha-cha-cha.
2. ¿Te gustan (estas, esa) blusas?
3. Pepe era (tan, tanto) rico como Carlos.
4. Nosotros bailamos (tan, tanto) como ella.
5. María es bonita. Pregúntale a Juan si la (sabe, conoce).
6. Ahora no leo nada. Antes (leía, leí) mucho.
7. El profesor siempre (terminaba, terminó) tarde.
8. Le (escribía, escribí) todos los días.

Write in Spanish at least five items you would order in a restaurant for these meals: Desayuno, Almuerzo, Cena. (Practice essay on back!)

Mark through the word in each group which does not belong:
el básquetbol el fútbol el esquí la torta
leche agua cafetería jugo
pulsera pasos aretes collar
mañana hoy ayer ganga

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9-12 Review Questions

1. ¿Comiste pollo frito en el almuerzo?
2. Hoy estoy alegre. Ayer --
3. ¿Qué te sirvieron en el banquete de ayer?
4. ¿A quién le diste el regalo?
5. ¿Qué tomaste en el desayuno?
6. ¿A qué hora sirvieron la comida?
7. ¿Estuviste aquí anoche?
8. Yo tomé jugo de manzana. ¿Y Ud.?
9. ¿Te hace falta un palillo?
10. ¿Dónde está Pablo?
11. ¿Está Ud. aprendiendo?
12. ¿Qué hiciste cuando tu padre te dio dinero?
13. ¿Por qué no se durmió Ud. anoche?
14. ¿No te molesta estudiar tanto?
15. ¿Se sirvió el desayuno esta mañana?
16. ¿Qué le dio a Ud. su novia?
17. ¿Qué te pareció la comida anoche?
18. ¿Se divirtió Ud. en el cine?
19. ¿A qué hora llegó Ud.?
20. ¿Qué hacía Ud. cuando entró el profesor?
21. ¿Cuánto saben Uds. de la historia de México?
22. ¿Por qué no quiso Ud. venir a la clase?
23. ¿Había muchos muchachos en la escuela?
24. ¿Qué hacía Ud. de costumbre los lunes?
25. ¿Lee Ud. mucho?
26. Hablo tres idiomas.
27. ¿Puedo leerlo?
28. ¿Me prestas el sombrero?
29. ¿Tomó Ud. jugo de naranja o jugo de tomate?
30. ¿Quién lo veía todos los días?
31. ¿Hablaba Ud. español cuando era joven?
32. Pregúntele a María si siempre le gustaba estudiar.
33. ¿A dónde iban Uds.?
34. ¿Siempre hablaba Ud. inglés de niño?
35. ¿Tengo tanto dinero como tú?
36. ¿Iba Ud. al cine de niño?
37. ¿Quién sabe la lección?
38. ¿Estabas jugando al golf cuando él entró?
39. Pregúntele a Federico si le gusta jugar a la pelota.
40. ¿Quién tuvo una carta ayer?
41. ¿Quién estuvo aquí durante la tarde?
42. ¿Por qué no tuviste carta?
43. ¿Siempre hablabas español de niño?
44. ¿Estudiabas tú tanto como Isabel?
45. ¿Qué hacías cuando entró el profesor?
46. ¿Cuándo lo supiste?
47. ¿Dónde conoció Ud. a Pedro?
48. ¿Qué hacían Uds. cuando entré?
49. ¿Qué hora era cuando él llegó?
50. ¿Tenía mucha hambre cuando se acostó Ud.?

9-12 Review Questions, cont.

51. ¿Hacía mal tiempo cuando Ud. se levantó?
52. ¿Tenía Ud. miedo cuando le habló el profesor?
53. ¿Por qué no quiso estudiar anoche Ud.?
54. ¿Se podía pescar en el campo?
55. ¿Cuándo lo harás?
56. ¿Hablarán Uds. con ellos?
57. ¿Aprenderán la lección?
58. ¿Quién va a venir?
59. ¿Vendrás temprano a la clase mañana?
60. ¿Cree Ud. que le gustará a su novio el regalo?
61. Hoy hablamos español. También mañana...
62. ¿Sabías la lección ayer? No, pero mañana...
63. ¿Qué dirás mañana?
64. ¿Quién te dará el dinero?
65. Vamos a subir a la sección de señoritas.
66. La tela es importada.
67. ¿Qué haremos?
68. ¿Para mañana habrã terminado Ud.?
69. ¿Cuándo saldrán Uds.?
70. ¿A qué hora se levantará Ud.?
71. ¿Irás de compras el sábado?
72. ¿Cuándo le hablará Ud.?
73. ¿Vivirá Ud. aquí en el invierno?
74. ¿Saldrás a las ocho?
75. En esta tienda venderán de todo, ¿verdad?

The test will have only 25 multiple-choice questions, taken from these 75. The letter order will be changed and the material retaped as before.

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TERMINAL OBJECTIVES
Unit 13

Think you are pretty good on chapter 13? Let's see!

1. You will be responsible for both regular and irregular verbs in the conditional tense. Show your mastery of this tense by these exercises:
   1. Write the correct form of the verb given in the infinitive.
   2. Answer questions using verbs in the conditional
   3. Given new subjects, substitute and make necessary changes in the verbs.
   4. Change the verbs in sentences from the present indicative to the conditional.

2. Given questions and a time cue, answer using hacer and the present or preterite indicative of the verb, following the model sentences in exercises on pp. 190-91, text. Ejemplo: ¿Cuánto tiempo hace que estudia Ud.? (una hora) Write: Hace una hora que estudio. OR ...
¿Cuándo estudió usted? Write: Hace una hora que estudié.

3. Fill in blanks in sentences with por or para as required by the meaning of the sentence.

4. Answer several personalized questions orally.

5. Given an extemporization topic, write an essay or ten to fifteen lines and be prepared to answer orally several questions on the topic you write about.

6. Given a series of pictures showing arrows indicating directions, tell orally the directions indicated (right, left, straight, etc.)

7. Listening comprehension, dictation, speaking evaluation as usual.

PRACTICE !

Write the correct form of the verb in the conditional tense:
1. ¿Cómo le (hablar)_____ tú?
2. Nosotros (llegar)_____ tarde.
3. ¿(Aprender)_____ Uds. francés?
4. Ellos (vivir)_____ bien con ese dinero.

Write the sentences with new subjects:
1. Miguel vendría mañana. (Las chicas)
2. Saldríamos temprano. (Yo)
3. ¿Diría Ud. la verdad? (Tú)

Write these sentences in the conditional tense:
1. Yo sé la verdad. 2. Lo hace esta noche. 3. ¿Puedes venir?
4. Tenemos tiempo. 5. Quieren venir.

Answer in complete sentences:
1. ¿Cómo vivirías con mil dólares? 2. ¿Le gustaría tener una fiesta?
3. ¿Dormirías la siesta todos los días?

Answer using hacer and the time cue as in objective No. 2 above:
1. ¿Cuánto tiempo hace que dan esa película? (una semana)
2. ¿Cuándo comenzó la clase de español? (una hora)

Fill in with por or para as required by meaning:
1. Vendió el libro _____ diez dólares. 2. Los necesitamos ____ las siete.
3. El toro sorre _____ la calle. 4. El regalo es _____ mi novio.

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TERMINAL OBJECTIVES
Unit 14

Demonstrate your proficiency and mastery of Unit 14 by:
1. Listening comprehension, speaking evaluation and dictation. (Don't you hate to get in a rut? That's why these came first instead of last.)
2. The verbs in this unit are the present perfect indicative and the pluperfect indicative:
   1. Given sentences with the verb in the present indicative, change them to the present perfect indicative. I go: I have gone. Voy. He ido.
   2. Given sentences with the verbs in the preterite or imperfect, change them to the pluperfect indicative: I spoke: I had spoken. Hablé: Había hablado.
3. Demonstrate your knowledge of the use of the past participle as an adjective as illustrated inexercise 5, page 34 of YOUR WORKBOOK.
Ej: La ventana está abierta. La puerta esta abierta. El libro está abierto.

4. Given sentences with forms of stressed possessive adjectives in parentheses, underline the correct one.
5. Underline the correct form of possessive pronouns.
6. Underline the correct form of ser or estar as required by meaning in sentences.
7. Given groups of words, makr through the word which, because of meaning, doesn't belong.
8. Orally identify ten pictures of clothing articles by name and color by using the words in complete sentences.
9. Write ten "maladies" and use each in a sentence.
10. Answer orally several questions which ask, "¿Te duele _____?" by indicating the body part asked about and answering "Sí, (No), (no) me duele _____.
11. Answer personalized questions, both written and oral.

PRACTICE
Change to present perfect indicative:
1. ¿Contestan las preguntas? 2. Los estudiantes abren los libros.
Change to pluperfect indicative:
1. Pepe leyó el libro. 2. María y Juana vieron la película.
3. ¿Hiciste el trabajo? See WORKBOOK, p. 34, Exercise 5.
Underline the correct word:
1. Esos jóvenes son amigos (míos, mío). 2. Esa casa es (nuestra, nuestro)
3. Esas chicas, ¿son primas suyas? Sí, son primas (míos, mías).
4. Mi vestido es blanco. ¿De qué color es el suyo? (El mío, La mía) es azul.
5. Anita (es, está) inteligente. 6. (Es, está) la una de la tarde.
7. Mis amigos (son, están) de Chile, pero (son, están) en Columbia ahora.
Mark through the one which does not belong:
lumbago gripe polio garganta aspirina, pastillas, receta, medicina
Answer in complete sentences:
1. ¿Son pobres todos los profesores? 2. ¿De qué color es su camisa?
3. ¿Te ha dado el sarampión? 4. ¿Te duele la cabeza?
Write your "maladies" on the other side of this sheet. (Mark your list of ten illnesses and use each in a sentence).

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TERMINAL OBJECTIVES
Unit 15

1. Show that you can use the verbs in the present subjunctive by doing these tasks. a) Fill in blanks with the correct form of the verb in the present subjunctive, given the infinitive; b) Change the verb forms to agree with new subjects. c) Given sentences with the verb in the infinitive, write the verb in the present indicative or the present subjunctive -- as determined by the main clause.

2. Given sentences with the verb in the present indicative, change the determining word(s) in the main clause so that the subjunctive must be used: Ej: Yo sé que ella baila bien. Espero que ella baile bien.

3. Write a five sentence composition, using at least five words which are r related to "partying" (dancing, records, etc.) or using five words relating to fishing or the lake.

4. Be prepared to answer orally five questions related to your essay.

5. Given a question, answer it changing the verb to the present subjunctive as in these examples: ¿La estudia el niño? Write: Espero que la estudie. ¿Mira la televisión ella? Write: Espero que ella mire la televisión?

6. Let's hear it for listening comprehension, dictation and speaking evaluation.

PRACTICE!

Fill in with the correct form of the present subjunctive:
1. Yo quiero que tú (hacer)_____ el trabajo.
2. Desean que ellos (salir)_____.

Substitution:
1. Yo sé que Juan (estudiar)_____mucho.
2. La profesora quiere que todos (leer)_____ mucho.
3. Desean que tú (aprender)_____ rápido.
4. Es posible que ella (ir)_____ con nosotros.
5. Es cierto que Pepe (estar)_____ en casa.

Change the first underlined words so that the second underlined verb must be changed to the subjunctive and make the change: Ej. in Obj. 2 (II) above.
1. Es verdad que estudian. You could write: Dudo que estudien, or Es posible que estudien.
2. Creo que están aquí. What happens if you write No creo?
3. Me parece que salen a nadar.
4. Estoy seguro que la clase comienza temprano.

Answer, changing the verb to the present subjunctive as in the example:
Ej: ¿La estudia la niña? Espero que la niña la estudie. (Because of espero)
1. ¿Mira la televisión ella? Espero que ella la mire.
2. ¿Ve Papá a su primo?
3. ¿Se lavan las manos?
4. ¿Escribimos la carta ahora?

Practice your essay here and on the back and anticipate oral questions.

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TERMINAL OBJECTIVES
Unit 16

1. Still showing your mastery of the subjunctive, do these activities: a) Substitute new subjects with the verbs: conocer, poner, salir, caerse; traer, saber, pedir and hacer; b) Given questions which use the subjunctive in the dependent clause, answer, writing the appropriate mood of the verb as determined by your response.

2. Substitute words given for words underlined in several sentences and make necessary changes in the verb which may be necessitated by the substitution: Ej: Necesito la muchacha que habla inglés. (una) Necesito una muchacha que hable inglés. (Do you know why it changed to hable? Why?

3. Given a statement or question, respond with the correct indirect command: Ej: Juan quiere leerlo. Write: Pues, que lo lea.

4. Answer orally personalized questions on the dialog subject.

5. Answer in writing personalized questions on the dialog subject.

6. Listening Comprehension, Speaking Evaluation, and Dictation as usual.

PRACTICE !

Substitute:
1. ¿Quiere Ud. que yo lo conozca? (nosotros)
2. ¡Qué lo ponga él! (ellos)
3. Es necesario que lo pida yo. (Uds.)
4. Hay un muchacho que diga la verdad? (unos muchacos)

Substitute, making all necessary changes:
1. Tengo un disco que es caro. (Quiero)
2. ¿Conoce usted a una muchacha que sea bonita? (la muchacha)
3. Busco a la señora que conoce la ciudad. (una señorita)
4. Prefiero una casa que tenga ventanas azules. (la)

Answer in complete sentences:
1. ¿Prefiere Ud. que yo estudie? Sí, prefiero que Ud. estudie.
2. ¿Conoce Ud. a alguien que hable francés? Sí, conozco a alguien que habla francés.
3. ¿Conoce Ud. a alguien que hable alemán? No, no conozco a alguien que hable alemán.

Answer with an indirect command:
1. Juan quiere escucharlo. Pues, que lo escuche.
2. ¿Lo trae María?
3. La señorita necesita aprenderlo.

Answer in complete sentences:
1. ¿Te gusta la música clásica o la tropical?
2. ¿Compras discos que no sean estereofónicos?
3. ¿Dónde se puede comprar discos en Columbia?
4. ¿Quién es tu artista preferido? ¿Hay música en el lab ahora? (Sí, sí, sí, sí.)

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TERMINAL OBJECTIVES
Units 13-16

1. Substitute the subject given in parentheses for the one underlined in sentences, making all necessary changes in the verbs (which are all in the conditional tense.)
2. Given sentences in the present indicative, rewrite these changing to the present perfect indicative.
3. Given sentences in the preterite, rewrite the sentences, changing to the pluperfect indicative.
4. Given sentences with the verb in the infinitive, fill in the blank with the correct form of the verb in the present subjunctive or the present indicative as required by meaning.
5. Given written sentences containing pairs of words, underline the one which is appropriate grammatically.
6. Given personalized questions from Units 13-16, answer in writing the in complete sentences.
7. Given a number of written multiple-choice questions, circle the letter of the correct response. (These will review Tapes B of Units 13-16).
8. Given a short narration, answer a number of true-false questions based on that narration.
9. Oral comprehension will be the same as in the 4-unit tests before. That is, you will have 25 multiple-choice questions taken from the lab practice tape, rearranged and retaped.

PRACTICE !

Substitute:
1. Yo viviría bien (Nosotros) 2. Serían las ocho. (la una)
Change to the present perfect indicative:
1. Juan habla. Juan ha hablado. 2. ¿Sufre Ud. de alergía?
3. Estás en el hospital.
Change to pluperfect indicative:
1. Juan habló. Juan había hablado. 2. Escribieron las cartas.
3. ¿Vió Ud. a Juan? 4. ¿Hiciste tú las preguntas?
Underline the correct word:
1. Trabajé mucho (por, para) la tarde. 2. Compré el libro (por, para) mi madre.
3. ¿Es suya esa casa? No, no es (mía, mío).
4. Este coche (es, está) de Ricardo.
5. Mi hermana (es, está) una chica muy bonita. 6. Estarían, Serían) las dos
7. Todos los estudiantes (son, están) en la clase.
8. Mi padre (es, está) de Chile. 9. ¿Hay un muchacho que (dice, diga) la verdad?
10. ¿Le hace falta un auto que (es, sea) económico? Yo, yo tengo un Fiat que (es, sea) muy económico.
11. La puerta está (cerrada, cerrado). 12. Juana ha (cerrado, cerrada) la puerta. Why?
13. Mi traje es rojo. ¿Y el (tuyo, suyos)?
Fill in with the correct form of the infinitive in the subjunctive or indicative as needed:
1. Es cierto que él (ir)_____al centro. 2. ¿Dudas que María (estudiar) _____ mucho?
3. ¿Cree Ud. que ellos (volver)_____ mañana?
4. Dice que (ser)_____ la verdad.
5. Espero que la orquesta (tocar)_____ un vals.
6. Estoy seguro que Juan (conocer)_____ a Luisa.
7. Busco un joven que (saber)_____ la lección.
Answer in complete sentences:
1. ¿Dónde queda la biblioteca? 2. ¿Te duele la garganta? 3. ¿Qué se usa para pescar? 4. ¿Qué película se anuncia en el periódico?

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Units 13-16 Review

1. ¿Hablaría Ud. más despacio?
2. ¿Cómo le hablaría al presidente?
3. ¿Cómo vivirían ellos en ese caso?
4. ¿Ya salió Fernando?
5. ¿Ya lo puso Luis?
6. ¿Qué hora era cuando llegaste anoche?
7. ¿Dónde estaba Carlos cuando salieron?
8. ¿Cuánto tiempo hace que dan esa película?
9. ¿Cuánto tiempo hace que conoces a Pablo?
10. Pregúntele a María cuánto tiempo hace que trabaja.
11. Pregúntele al estudiante si le gustaría ver una película de Cantinflas.
12. ¿Se cansó Ud. de estudiar?
13. ¿Cuándo sale Ud. para Nueva York?
14. ?Dónde queda la farmacia?
15. ¿Ha escrito Ud. la carta?
16. ¿Has sufrido de alergía?
17. ¿Has salido del país?
18. ¿Van Uds. a estudiar la lección?
19. ¿Has preparado la comida?
20. ¿Te duele la quemadura?
21. Mis zapatos son rojos. ¿De qué color son los suyos?
22. María, ¿estás enferma?
23. ¿Qué libro está Ud. leyendo?
24. Pregúntele a Roberto si le duele la garganta.
25. ¿Va a comer la ensalada Renaldo?
26. ¿Cuándo salen para México Pedro y Juan?
27. ¿Qué hora sería cuando llegó María?
28. ¿Te duele la cabeza?
29. ¿Siente que Ricardo esté enfermo?
30. Tengo que comprar un nuevo traje de baño...
31. Van a operarme del apéndice porque...
32. ¿Para cuándo tienes que saber el diálogo?
33. ¿De qué color son las pastillas que te dieron?
34. ¿Toma este remedio Elena?
35. ¿Prefieres que te cante una canción?
36. ¿Qué hizo Ud. anoche?
37. Dígale a Pepe que tome el jugo de naranja.
38. ¿Quiere Ud. un disco que esté rayado?
39. Me gusta el tocadiscos porque ...
40. ¿Quiere Ud. que le preste cien pesos?
41. Yo tengo muchos discos porque ...
42. Él duda que yo tenga veinte años porque...
43. Me gusta la música pero me hace falta ...
44. Pregúntele a Carlos si cree que ella venga mañana.
45. Como yo no tengo ni un centavo, ...
46. Voy a comprar este álbum de boleros porque ...
47. Espero que toquen un vals porque ...
48. Cuando me duele la cabeza ...
49. Él quiere que le preste diez pesos porque ...
50. ¿Por qué no va a haber un baile?

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TERMINAL OBJECTIVES
Unit 17

Demonstrate your mastery of Unit 17 by doing these activities:

1. Given two simple sentences and an adverbial conjunction or a preposition, combine the two simple sentences, using the conjunction or the preposition into one single sentence, making all necessary changes.
Ej: Quiero hacerlo. Ud. lo hace. Antes de que. Quiero hacerlo antes de que Ud. lo haga.

2. Given sentences which contain an adverbial clause, fill in the correct form of the verb of the clause in the subjunctive or the indicative mood as required.

3. Given questions with a direct object noun and the verb in the present, preterite or future tense, answer the question using a direct object pronoun and the correct tense of the verb in the indicative or the subjunctive mood in an adverbial clause. Ej: ¿Hará él las preguntas? Sí, las hará cuando venga.

4. After reading and writing a summary of a Spanish-language newspaper article which you have chosen from a group of articles assembled by your teacher, you will be asked to answer orally a variety of factual questions based on the article.

5. Listening comprehension, dictation, speaking evaluation.

Practice Unit 17 on this part of the page right here and now:

Combine the two sentences into one single sentence, making all necessary changes:
1. Quiero hacerlo. Ud. lo hace. Antes de que. Quiero hacerlo antes de que Ud. lo haga.
2. Yo voy. Ud. va. Para que.
3. No estudio. Ud. estudia. A menos que.
4. No comeremos. Carlos llega. Hasta que.

Fill in the correct form of the verb in the present subjunctive or indicative as required:
1. Estudio en cuanto yo (llegar)_____ a casa.
2. Esta tarde estudiaré en cuanto (llegar)_____ a casa.
3. Hago las preguntas cuando él (venir)_____.

Answer, using a direct object pronoun and the correct tense of the verb in an adverbial clause: Ej: ¿Hará él las preguntas? Sí, las hará cuando venga.
1. ¿Tomará Juan las pastillas verdes?
2. ¿Estudió Ud. la lección? (Watch tense!)
3. ¿Le dijo la verdad?
4. ¿Lee Ud. el periódico?
5. ¿Me das el dinero?

Write your newspaper article summary here:

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TERMINAL OBJECTIVES
Unit 18

This is the very last unit of work before the final.

1. Given the infinitive, fill in the blanks with the correct form of the verb in the present subjunctive or the imperfect subjunctive as required.
2. Given sentences with the verb in the infinitive, write the correct form of the verb in the imperfect subjunctive.
3. Answer questions following model sentences such as:
¿No lo vieron ellos? No, no encontré a nadie que lo viera.
¿Y los regalos? ¿No los quisieron? Sí, y yo esperaba que no los quisieran.
4. Given a picture of a fiesta in progress, answer ten written and ten oral questions about it.
5. Ask the professor five oral questions about the fiesta picture.
6. You will read a short paragraph. Then you will be given several written multiple-choice questions. Circle the letter of the correct answer to the questions.
7. Answer written personalized questions in complete sentences.
8. Hooray for the Listening comprehension, dictation and speaking evaluation. What you say is what you get!

PRACTICE

Fill in with the present or imperfect subjunctive required:
1. Siento que Ud. lo (hacer) _____.
2. Era urgente que Julio le (hablar) _____.
3. Insistió en que yo lo (aprender)_____.
4. ¿Dudaba Ud. que nosotros lo (saber)_____.
5. Dígale a Juan que María (venir)_____ inmediatamente.
6. Era una lástima que tú (venir) _____ tarde.
7. No había nadie que lo (oir)_____.

Answer according to the model sentences as in Objective No. 3 above:
1. ¿¿No lo hicieron ellos? No, no encontré a nadie que lo hiciera.
2. ¿No lo trajeron ellos?
3. ¿Y los libros? ¿No los pudieron vender?
4. ¿Y los zapatos? ¿No se los pusieron?

Answer in complete sentences:
1. ¿Cuándo piensas casarte? 2. ¿Le gusta a Ud. la música de los mariachis?
3. ¿Conoce Ud. a un loco de atar? 4. ¿En qué insistió la profesora?

Imagine a wild fiesta and think of all the possible questions your teacher could ask you about it and at least five you could ask (him, her, it)about the picture.

B Tapes make very good narrative paragraphs.

Español 102 Nombre _____

VERY TERMINAL OBJECTIVES
FINAL EXAM

The exam will consist of two parts: Oral and Written. The oral part will be given to you individually and privately by an evaluator. The written part will be given during the regularly scheduled exam time except for the self-pacing students who will determine their testing time. There is no practice page included so pay careful attention to all examples.

ORAL:
1. You will be read a question and three responses. Listen carefully and orally respond with the letter of the correct response. (The teacher will mark your answer.)
2. You will be given three oral commands. Respond by physically performing each.
3. Given a situation in English, you will respond by saying a Spanish word, phrase, or sentence that is appropriate to the situation. (I give you a gift. You say: Gracias).
4. You will be shown five objects. Describe them orally including at least three features in each description. If you were given a red book you might say: Es un libro de español. Es rojo y bastante grande. No es difícil y tiene muchas fotos.
5. Recite:
    a. Numbers 1 to 21, 30 to 100 by 10's, 200-1000 by 100's, 1492, 1971, 10,000, 1,00000
    b. greetings for morning, afternoon, evening
    c. three farewells
    d. two inquiries about health
6. Make a one-minute speech on a topic of your choosing.
7. Answer orally several questions about the topic you spoke about.
8. Given three sentences and a paragraph, all taken from the text, read them aloud.
9. Dictation of three sentences, the last to be written in English.
10. You will be shown five objects or pictures of objects. WRITE the names of them.
11. You will be shown some pictures illustrating actions, write the infinitive of a verb which corresponds to each action.
12. You will be shown five pictures or objects. Write an adjective which indicates an outstanding characteristic of each item shown.

WRITTEN:
1. You will be given three multiple-choice questions. Circle the correct letter.
2. Given ten personalized questions, answer in complete sentences.
3. Write a ten to fifteen line essay on a topic of your choice.
4. Given a written narration, choose from a list of events those which occur within the action described in the narration.
5. Write the correct form of the tenses indicated in each section. Included are: Present indicative, preterite indicative, imperfect indicative, future indicative, conditional indicative, and present perfect indicative AND pluperfect indicative.
6. Given a sentence with a verb form underlined, identify the infinitive, person, number, tense and mood of the underlined verb:
Yo hablo. Hablar, first, singular, present, indicative.
7. Given ten questions, answer in complete sentences using the correct form of the verb.

Final exam objectives, cont.

8. Given sentences with a verb underlined and a new verb in parentheses substitute the verb in parentheses and make all necessary changes. Yo sé que Juan viene. (Espero) Espero que Juan venga.
9. Replace underlined words with direct and indirect object pronouns, placing them correctly. Doy el libro a Juan. Se lo doy.
10. Replace underlined nouns with demonstrative pronouns. El traje es el más grande. Éste es el más grande.
11. Replace underlined words with appropriate subject pronouns. Pepe y yo vamos al centro. Nosotros vamos al centro. María no va. Ella no va.
12. Given sentences and an adjective in the masculine singular, fill in the correct form of the adjective. Luisa y Rosa son chicas (bonito) bonitas .
13. Given sentences with blanks, fill in the blanks with an appropriate preposition. Trabajo por la tarde. Voy al centro con Juan. Es la una de la tarde.
14. Write sentences using these conjunctions: pero, ni...ni, y, o.
15. Given simple, affirmative statements, change them to:
  a. interrogative. María va al centro. ¿Va al centro María?
  b. exclamatory. El libro es raro. ¡Qué raro es el libro! ¡Qué libro más raro!
  c. negative. Este examen es difícil. Este examen no es difícil.
16. Given a simple statement, write two sentences based on that statement, the first telling the speaker to do the action and the second telling him not to do it. Ej: Mamá, quiero salir. ¡Sal tú! ¡No salgas!
Señor, necesito pasar. ¡Pase Ud.! ¡No pase Ud.!
17. Given two paragraphs take from your cultural capsules, supply all the necessary capitalization and punctuation.
18. Given a pair of sentences, the second sentence of which make a statement which is represented by a pronoun in the first sentence, rewrite, combining the two sentences into one and replacing the pronoun with the second sentence. Ej: Yo sé eso. Hace calor. Yo sé que hace calor.
Juan duda esto. Felisa viene. Juan duda que Felisa venga.
19. Given two sentences, rewrite combining so that the second group of words becomes an adjective clause, making all necessary changes.
  1. Veo una casa. Es verde. Veo una casa que es verde.
  2. Necesito un libro. Es grande. Necesito un libro que sea grande.
20. Given sentences containing pairs of words, underline the word which is appropriate grammatically. (Contrasts such as saber-conocer, por-para, ser-estar, tanto...como
21. List:
  a. Days of the week in order. (Yes, in Spanish, of course.)
  b. Months of the year in order
  c. Seasons
  d. ten family members such as tío, tía, hermano, hermana, abuelo, abuela
  e. ten cities and/or countries. Check el mapa on the cover of your book!
  f. five articles of clothing
  g. ten sports and/or other recreational activities
  h. ten foods